



California Department of Education
Executive Office
SBE-003 (REV. 11/2017)
pptb-iad-mar19item01

California State Board of Education

March 2019 Agenda

Item #02

Subject

Update on the Development of California's System of Support for Local Educational Agencies and Schools.

Type of Action

Action, Information

Summary of the Issue(s)

This item provides an update on the development of California's system of support for local educational agencies (LEAs) and schools. The item was created in collaboration with several agencies charged with specific responsibilities to provide assistance and support to LEAs under the Local Control Funding Formula (LCFF).

Since August 2016, the State Board of Education (SBE) has received a total of 12 updates regarding the development of the statewide system of support, each building on the previous and providing an update on the progress, implementation, and continuous improvement of initiatives, policies, and assistance efforts of stakeholders engaged in California's system of support.

Over that period of time, details about the system of support have been clarified and refined collaboratively by the agencies charged with providing assistance and support under LCFF, based on feedback from stakeholders and the SBE. Additionally, the 2018 Budget Act, signed on June 27, 2018, includes a substantial investment of state funding aimed at developing the infrastructure of the statewide system of support by increasing the capacity and expertise of agencies required to provide assistance within the system, and providing greater clarity of roles and responsibilities to ensure that California's continuous improvement approach to support can be sustained. Finally, during this period, the SBE finalized California's Every Student Succeeds Act (ESSA) state plan, which describes how California will use federal funding and addresses various school accountability and support provisions under federal law.

The core design of the system of support, including the overall goal and design principles, remains unchanged. In fact, the recently enacted state budget reflects, and in many instances codifies, key elements developed over the two years preceding the

budget's enactment. There are, however, some areas where the initial design has evolved.

This item provides a comprehensive review of the system of support's development and implementation to date, with particular attention to areas where the initial design has evolved or become further defined over the past year.

Recommendation

No action is recommended at this time. However, the California Department of Education (CDE) requests that the SBE provide feedback on the system of support update.

The CDE also recommends that the SBE take additional action as deemed necessary and appropriate.

Brief History of Key Issues

This item addresses key developments in the system of support, including developments related to the different lead agency selection processes and utilizing the system of support to respond to statewide trends.

Attachment 1 describes key aspects of the system of support, including areas where the design has evolved since 2016 and new communication resources. Attachment 2 provides an overview of the lead agencies. Attachment 3 provides an update on select activities within the system of support.

Summary of Previous State Board of Education Discussion and Action

In January 2019, the SBE received an update on the system of support (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item22.docx>).

In November 2018, the SBE received an update on the system of support (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item03.docx>).

In September 2018, the SBE received an update on the system of support (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item02.docx>).

In June 2018, the SBE received the following Information Memorandum:

- Update on the Development of California's System of Support for Local Educational Agencies and Schools
(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-iad-jun18item01.docx>).

In May 2018, the SBE received an update on the system of support
(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item01.docx>).

In March 2018, the SBE received an update on the system of support
(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item02.docx>).

In January 2018, the SBE received an update on the system of support
(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item03.docx>).

In November 2017, the SBE received an update on the system of support
(<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item04.doc>).

In September 2017, the SBE received an update on the system of support
(<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item03.doc>).

In July 2017, the SBE received an update on the proposed goals and characteristics of an integrated system of support
(<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jul17item02.doc>).

In June 2017, the SBE received the following Information Memorandum:

- Developing an Integrated Statewide System of Support
(<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item02.doc>).

In August 2016, the SBE received the following Information Memorandum:

- California's Local, State and Federal Accountability and Continuous Improvement System: Framework for Supporting Local Educational Agencies and Schools
(<https://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc>).

Fiscal Analysis (as appropriate)

The Budget Act of 2018 invested nearly \$80 million ongoing state funding and \$30 million in one-time state funding to build the infrastructure and capacity within the statewide system of support. The Budget Act of 2018 also allocated federal funds on an ongoing or one-time basis to activities aligned with the statewide system of support.

Assembly Bill 1808, chaptered June 27, 2018, appropriated \$4 million to establish Geographic Lead Agencies. Funding will continue on an ongoing annual basis.

AB 1808 appropriated funds in the amount of \$13,274,000 from the general fund to the State Superintendent of Public Instruction to allocate to the California Collaborative for

Educational Excellence's administrative agent (Marin County Office of Education). Of that, \$660,000 is to be allocated to the administrative agent for administrative costs for the Community Engagement Initiative.

Attachment(s)

- Attachment 1: Key Aspects of the System of Support (3 pages)
- Attachment 2: System of Support Overview (8 pages)
- Attachment 3: System of Support Updates (6 pages)

Attachment 1: Key Aspects of the System of Support

This attachment describes key aspects of the system of support, including key areas where the design has evolved between 2016 and today, and it reflects the recently enacted state budget, ongoing work among state agencies and the System of Support Planning Group (planning group), and California's approved Every Student Succeeds Act (ESSA) state plan. This attachment was included in the November 2018 and January 2019 System of Support State Board of Education (SBE) item and will continue to serve as a place to keep the field updated on the evolution of the system of support.

Background

California is in year three of creating a coordinated and coherent state structure to ensure that local educational agencies (LEAs) receive resources and support to meet identified student needs, including disparities in student outcomes and opportunities. The Local Control Funding Formula (LCFF) is the foundation for reimagining California's accountability and continuous improvement system. As a result of the LCFF, California worked with stakeholders to develop tools for educators and communities that will help improve outcomes for students including the Local Control and Accountability Plan (LCAP) and the California School Dashboard (Dashboard).

In addition to those tools and a new funding formula, the LCFF outlined a vision for support and assistance, with three key policy decisions central to the LCFF serving as the foundation designing the system of support:

- **More than a Single Number.** Quality education is defined by more than a test score.
- **Resource Decisions Driven by Student Need.** Educators and policymakers should adapt services to meet identified needs, including disparities in opportunities and outcomes.
- **LEAs are the Primary Unit of Change.** LEAs play the essential role in supporting schools to sustain improvement.

Previous SBE Information Memoranda and Agenda Items have laid the foundation for California's system of support, which includes the following levels of support:

- **Support for All LEAs and Schools (Level 1):** Various state and local agencies provide an array of resources and voluntary assistance that **all** LEAs may use to improve student performance at the LEA and school level and narrow disparities

among student groups across the LCFF priorities, including recognition for success and the ability to share promising practices.

- **Differentiated Assistance (Level 2):** County superintendents, the California Department of Education (CDE), charter authorizers, and the California Collaborative for Educational Excellence (CCEE) provide **differentiated assistance** for LEAs, in the form of individually designed assistance, to address identified performance issues.
- **Intensive Intervention (Level 3):** The State Superintendent of Public Instruction or, for charter schools, the charter authorizer may require more **intensive interventions** for LEAs with persistent performance issues over a specified time period.

The goal for support at all levels is to assist LEAs and their schools in meeting the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes. This means that the outcomes for this work include not only improvement on Dashboard indicators from year to year, but also progressing on interim measurements that LEAs collect locally and use throughout the year.

Key shifts in support reflect the intent of the LCFF for differentiated assistance to be tailored to locally identified needs, rather than imposed as a one-size-fits-all solution. Table 1 identifies several key changes in the approach to assistance.

Table 1. Shifts in California's Approach to Improvement

Education Improvement Before LCFF	Education Improvement After LCFF
Top down transactional exchanges focused on schools in isolation	Support providers work alongside LEAs and their schools to identify key challenges and opportunities
Packaged approaches for interventions	Systemic approach tailored to locally identified needs and strengths
Isolated team decision making	Engaging with local educators and communities as part of decision making
Redundancy and contradictions across state and federal programs	Streamlined and coherent expectations for LEAs across state and federal programs

Education Improvement Before LCFF	Education Improvement After LCFF
Assistance disconnected from local priorities and focus	Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the LCAP

In order to coordinate support at all levels and to ensure these shifts become reality, the agencies charged with providing support under the LCFF expanded their initial cross agency group to include stakeholder perspectives and practitioners from the field. This larger team is the planning group that will address common concerns and interests from the field regarding support for LEAs and schools.

Attachment 2: System of Support Overview

At the September 2018 State Board of Education (SBE) meeting, key developments related to the system of support were introduced, including:

1. The Budget Act provisions of 2018 provide important clarity around roles, responsibilities, and expectations within the system of support. It includes a substantial investment of state funding aimed at increasing the capacity and expertise of agencies required to provide assistance within the system of support. The following lead agencies and/or initiatives have been identified as part of the system of support:

Leads	Number of leads, agencies, or consortia
Geographic Lead Agencies	7
Community Engagement Lead	1
Multi-Tiered System of Support	1
Equity Leads	2, along with stakeholder partnerships
Early Math Initiative	1
Special Education Resource Leads	System Improvement Leads – 3 Content Leads – 4
Title III English Learner Specialists	11, with 1 lead representative

2. The Budget Act provisions of 2018 also require that formal communication and stakeholder engagement processes are developed by the California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) for the geographic lead agencies, which may include the additional lead agencies.

3. A year two system of support feedback plan to capture information about the system of support in a systemic way to inform continuous improvement from year to year, and when possible, allow for course corrections during the year.
4. A system of support communication plan designed to build awareness, clarity, and ownership of the statewide system of support at the local education community level; ensure that political support for the statewide system of support is maintained and strengthened to ensure continuity; and build cohesion and collaboration in communication outreach efforts amongst all agencies, education, and equity partners. It also identifies opportunities to share information about the system of support and California's accountability system with a broad range of stakeholders, through the use of conferences, newsletters, and online communication platforms.
5. Integration of our state and federal accountability and support systems to include the provisions of the ESSA related to accountability and school improvement. An August 2018 Information Memorandum includes an overview of the timeline and milestones for implementing provisions of the ESSA (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-gad-aug18item01.docx>). Item 24 of the January 2019 State Board of Education meeting provides additional information.
6. A Frequently Asked Questions section is posted at <https://www.cde.ca.gov/sp/sw/t1/csss.asp> and addresses questions related to the system of support.
7. Updated resources to help communicate California's Accountability and Continuous Improvement System are available at <https://www.cde.ca.gov/ta/ac/cm/>.

Lead Agency Updates

This is a status update for the geographic lead agencies, the community engagement initiative (CEI) lead agency, the special education resource lead agencies, the early math initiative lead agency, the expansion of the Multi-Tiered System of Support (MTSS) lead agency, the lead Title III agency, and the equity lead agencies.

Geographic Lead Agencies

The CDE and CCEE have selected and the Executive Director of the SBE approved nine applicants to serve as a lead or co-lead. Of the nine, two will be co-leads, resulting in seven geographic areas.

The geographic lead agencies, which were announced on October 10, 2018, are:

Geographic Lead Agencies	Lead or Co-Leads	Geographic Area Counties
Alameda County Office of Education (COE)	Lead	Alameda, Santa Clara, San Mateo, Contra Costa, Solano, San Francisco
Kern County Superintendent	Lead	Fresno, Kern, San Luis Obispo, Santa Barbara, Ventura, Los Angeles
Sacramento COE and Placer COE	Co-Leads	Colusa, Yuba, Sierra, Nevada, Placer, El Dorado, Alpine, Sacramento, Yolo, Sutter, Tuolumne, San Joaquin, Amador, Calaveras
San Diego COE and Riverside COE	Co-Leads	San Bernardino, Riverside, Imperial, San Diego, Orange
Shasta COE	Lead	Del Norte, Humboldt, Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Butte, Glenn
Sonoma COE	Lead	Mendocino, Lake, Sonoma, Napa, Marin
Tulare COE	Lead	Tulare, Kings, Madera, Merced, Mariposa, Stanislaus, Inyo, Mono, San Benito, Monterey, Santa Cruz

The goal of the geographic lead agencies is to support the continuous improvement process and connect COEs and school districts to California's system of support. The geographic lead agencies will be guided by locally identified needs and have the expertise to build COE capacity to support school districts under state priorities across student groups within their defined geographic area. Below are key points about the roles and expectations for the geographic lead agencies:

Provide support to the support providers

- Geographic leads are expected to help COEs successfully support their school districts and build their capacity to provide support over time.
- Geographic leads are expected to serve their peers, other COEs, within their geographic area.

Coordinate supports available statewide

- It is neither realistic nor fair to expect all 51 COEs that support multiple school districts to know of every resource, service, or support that exists across the state or have appropriate expertise and capacity to respond to every locally identified need. Geographic leads are expected to help COEs access relevant services or expertise responsive to needs identified by school districts the COEs are supporting.
- Geographic leads are expected to work together and in conjunction with the CDE and CCEE to provide the statewide backbone of the system of support.

All COEs are expected to continue directly supporting their school districts, with the geographic leads primarily focused on supporting and building the capacity of their peers at COEs in that work.

- Geographic leads are not intended to be “vendors” who directly serve school districts within the geographic area.
- The exception is where direct support for a school district is what a COE needs or, due to relational dynamics between a COE and a school district, having a third party engaged would be helpful.
- Even then, the approach of the geographic leads should be designed to build capacity of the COE to lead that work in the future or to help a COE and district improve working relationships.

Community Engagement Initiative

The CDE and the CCEE have selected, and the Executive Director of the SBE has approved, the San Bernardino COE with the California Association for Bilingual Education and Families in Schools to co-administer the Community Engagement Initiative (CEI) with the CCEE. The goals of the community engagement lead are to foster meaningful stakeholder engagement, especially as it relates to the school district local control and accountability plan development process, and to build capacity in communities and school districts to have meaningful and, at times, difficult conversations with each other focused on improving outcomes for pupils. The participants in the CEI will include teams of community members, pupils, school site staff and leadership, school district staff and leadership, and COE staff and leadership for a common single school district. The community engagement lead agency and the CCEE will establish professional learning networks of these teams to identify, document, and disseminate best practices in community engagement.

Four key roles for the community engagement lead agency are:

1. **facilitate** successful partnerships within and among these teams;

2. **connect** participants to resources;
3. **build local capacity** and mentor others interested in developing community engagement activities; and
4. **demonstrate** successful **community engagement** practices.

Special Education Local Plan Areas System Improvement Leads and Content Leads

The CDE and CCEE jointly selected 7 SELPAs to serve as special education resource leads (SELPA Leads). The SELPA Leads work collaboratively with the other lead agencies in the statewide system of support, with a focus on building the capacity of SELPAs statewide. There are two types of SELPA Leads:

- SELPA System Improvement Leads, which focus directly on building the foundational knowledge and capacity in systems improvement processes for SELPAs statewide. They will do this through providing training in and supporting the use of data best practices, evidence-based practices, root cause analyses, systems alignment, and coherence. The awarded consortia of SELPA Improvement Leads include the El Dorado County SELPA, the West San Gabriel SELPA, and the Riverside County SELPA.
- SELPA Content Leads will focus on building the capacity of SELPAs across the state in an identified content area of need. This will be done through increasing the use of evidence-based practices leading to demonstrated positive academic and social emotional outcomes for SWD. The following SELPA Content Leads and their respective areas of focus were selected in January 2019:
 - Marin County SELPA - In partnership with the California Autism Professional Training and Information Network to scale up the use of Evidence Based Practices
 - Placer County SELPA - Open Access Project (focused on Universal Design for Learning, Assistive Technology, and Augmentative Alternative Communication strategies)
 - South County SELPA - Disproportionality
 - Imperial County SELPA - SWD and English Language Learners

The seven selected SELPA leads (systems improvement and content leads) will serve a critical role within the statewide system of support to positively impact outcomes for SWD by serving as capacity builders and cultivating necessary expertise across the state related to evidence-based practices and interventions that prove effective for

addressing performance of SWD. In addition, the SELPA leads will build relationships with other entities within the SSS charged with supporting local educational agencies (LEAs), resulting in a collaborative, cross-systems approach to support and improvement.

Early Math Resource Lead

The Fresno COE is the early math resource lead. The early math resource lead will focus on students in pre-kindergarten through grade three. The early math resource lead's work will include the development, identification, and distribution of early math resources; professional learning and coaching for educators; and mathematical learning opportunities for children. It must be developed and implemented within the system of support.

School Climate Lead Agency--Multi-Tiered System of Support

The Orange County Department of Education and Butte COE were appointed by the Legislature in Assembly Bill 1808 as the MTSS lead agency. Responsibilities include expanding the state's MTSS framework to foster a positive school climate in both academic and behavioral areas, including, but not limited to, positive behavior interventions and support, minimizing the use of emergency interventions, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency.

Title III English Learner Specialist Lead Agency

As part of the California System of Support, the Regional English Learner Specialists (EL Specialists) work within each of the 11 County Superintendent regions to provide technical assistance and guidance grounded in continuous improvement methodology. This technical assistance and guidance helps county offices of education and LEAs build capacity and focuses on the development, implementation, and evaluation of programs and strategies that ensure each English learner has the resources needed to succeed.

Depending on the needs of a geographic region, the areas addressed by this support fall into three categories:

- **Coaching and Capacity Building** at the systemic level for continuous improvement in data analysis and data-based decision making, high-quality instruction and program implementation, as well as LCAP and LCAP Addenda development

- **Stakeholder Engagement** to promote parental involvement and community support
- **Facilitation and Resource Connection** to effectively develop partnerships and mobilize specialized resources and expertise

To provide support with coaching and capacity building, the EL Specialists participate in the development of self-reflection tools, such as the English Learner Roadmap Self-Reflection Rubric, which are very important to help COEs and LEAs identify, describe, and analyze strengths and problems. Once challenge areas are identified, the EL Specialists help guide LEAs through the LCAP process and the use of Dashboard information and other local data to review performance, discuss underlying causes, and align resources to address those challenge areas. The EL Specialists participate in the development of presentations and guidance focused on helping COEs and LEAs to educate all stakeholders, implement community engagement practices, and foster meaningful participation in district and school governance. The EL Specialists also connect COEs and LEAs to resources or expertise within the California Statewide System of Support.

The EL Specialists will report metrics to the CDE. Using continuous improvement science, the CDE will analyze the information provided to determine any necessary adjustments as well as the effectiveness of Title III Technical Assistance in the California System of Support.

The new system expects all California Statewide System of Support providers to work collaboratively with one another to provide coordinated support to school districts. The Title III COE Liaison Agency communicates information between 11 service regions and other entities participating in the California Statewide System of Support. The San Diego County Office of Education began serving as the Title III COE Liaison Agency on October 1, 2018.

More information about the EL Specialists can be found on the CDE Title III County Office of Education Regional English Learner Specialists web page at <https://www.cde.ca.gov/sp/el/t3/t3leads.asp>. More information about the Title III COE Liaison Agency can be found on the CDE Title III County Office of Education Liaison Agency web page at <https://www.cde.ca.gov/sp/el/t3/t3coeliasion.asp>.

Equity Lead Agencies

The California Equity Performance and Improvement Program lead agencies were announced on April 20, 2018. This program was funded on a one-time basis through the Budget Act of 2017, with funds available through June 2020. The two agencies are Santa Clara COE and San Diego COE. The responsibilities include promoting equity in California's public schools by supporting and building capacity within COEs, LEAs, and schools.

Although created prior to the establishment of the other lead agencies and system of support structure through the Budget Act of 2018, CDE and CCEE have included the Equity Lead Agencies within the system of support planning process to leverage their experience and to ensure the tools and resources that the equity leads have developed are shared among the other lead agencies. The expectation going forward—consistent with statutory requirements—is that a focus on equity will be central to the work of all lead agencies, whether geographic lead agencies or the more specialized leads.

February 12 All Leads Meeting

On February 12, 2019, the Geographic Leads, SELPA Leads, Title III Leads, MTSS/SUMS, Early Math and Equity Leads met for the first time at the All Leads Meeting. This meeting was planned, coordinated, and facilitated by the California Collaborative for Education Excellence (CCEE), the California Department of Education (CDE), and the California Comprehensive Center. During this meeting, representatives from the Lead agencies networked and provided input on working agreements, communication, collaboration, messaging, strengths, support, and common strategies with the following objectives in mind:

- Set a clear vision and expectations to coordinate and collaborate with each other and with state agencies
- Understand and contribute to the System of Support network structure to provide support to LEAs
- Create a shared understanding of and plan for effective communication and coordination among leads and state agencies within the System of Support
- Advance connections among all Lead Agency staff to improve communication, coordination, and collaboration
- Leave energized and ready to work together

This is the first of many meetings as the Leads begin this work. Subsequent meetings will be focused on the following:

- Establishing meeting schedule and communication structures
- Supporting sharing and collaboration among leads
- Continuing to develop processes to evaluate the System of Support and the Leads roles within the system

On March 6, 2019, the CDE and CCEE will host a virtual Stakeholder Planning Group meeting to provide an overview of the All Leads Meeting and solicit feedback. This group will continue meeting throughout the year going forward to ensure stakeholders have an opportunity to inform the work of the state agencies and the leads.

Attachment 3: System of Support Updates

Responding to Statewide Trends

In an effort to provide more detailed information on aspects of the system of support, the March 2019 State Board of Education (SBE) meeting will focus on how two aspects of the system are responding to statewide trends. Specifically, the SBE will hear presentations highlighting the coordination of efforts underway at one County Office of Education to integrate work of the various offices supporting the lead structure and work focusing on mathematics across California.

San Diego County Office of Education Coordination of Leads

The San Diego County Office of Education (SDCOE) is in a unique position to activate their work in the California System of Support with being a Geographic Lead, SELPA Lead, Title III Lead, and Equity Lead. Through focusing on systems for adaptive changes at local educational agencies (LEA) to address student group needs SDCOE is aligning their work to build coherence. Along this journey there have been challenges and successes and SDCOE is continuing to support other County Offices of Education in the region and working with LEA to scale up their work.

SDCOE houses 1 of the 11 Title III English Learner Specialists. The specialists are designated to provide technical assistance on English learner programs. San Diego COE was designated by their members to be the lead agency and participate in the formal communication process to promote alignment of their activities with the system of support.

A Deeper Look into Mathematics

Fresno County Superintendent of Schools Statewide Early Math Initiative Summary

The Fresno County Superintendent of Schools has partnered with a number of organizations to provide early math resources, communications, online tools, and professional learning activities around early mathematics instruction. Specifically, the Fresno County Early Care and Education Department is working with the following partners:

- Fresno County STEM Department
- AIMS Center for Math and Science Education

- Les Mayfield III (Hollywood film producer tasked with creating short films around early math instruction for parents)
- California Early Math Project (EMP)
- WestEd

The following is a list of activities the Early Math Initiative has underway:

- A statewide public awareness media campaign and series of high-quality videos that will show parents and caregivers how to enjoyably incorporate early math opportunities into everyday routines. The videos will raise awareness among parents of the role they can play in supporting their children with math. They will show parents how to support their children's mathematical success at school; incorporate informal math activities (play, outings, exploration, etc.) into daily routines; understand the California Common Core Math Standards; provide effective support at home; and engage children in mathematical conversations. Thirty two-minute demonstration vignettes will be produced in English and Spanish and made widely accessible on desktop and mobile browsers via a link on a host website. The California County Superintendents Educational Services Association (CCSESA), California Teachers' Association (CTA), California First Five, and the Parent Teacher Association (PTA) and other early math partners will be asked to assist with dissemination of video, website, and social media resources.
- A Research and Resource Review will be created and shared that provides annotated summary information about the existing early math research and early math resources that are currently available for educators and parents.
- An online math literature resource will be developed that shows parents and teachers how children's literature can be used to build children's understanding and mastery of mathematical concepts and problem solving. The online math literature resource will provide guidance on questioning strategies, math-related vocabulary, reading Lexiles®, links to the standards, and related original and existing activities. This tool is intended to help parents and teachers introduce math content and conversations in a comfortable format.
- A math application will be developed to support family involvement in early math by providing informal math activities and suggestions for infusing math into daily activities and play. The application will be accessible on Android and Apple platforms.
- Family and community math resources will also be developed. This will include resources and a webinar for museums, preschools, family child care homes, elementary schools, libraries, etc., that demonstrate how to host a math exploration-based event for parents of preschool and elementary school-age

children. These resources will significantly simplify the process and preparation for hosting a community math event. For the parents of infants, toddlers, and preschool-age children, resources will be designed that show parents how readily available items can be used at home to support kindergarten math readiness. For transitional kindergarten-age children and above, the activities will provide an opportunity for parents to explore and understand the California Common Core State Standards for Mathematics.

- The California County Superintendents Educational Services Association (CCSESA), California Teachers' Association (CTA), California First Five, and the Parent Teacher Association (PTA) and other early math partners will be asked to assist with dissemination of all of the resources described above.

Professional Learning

A two-year professional learning coaching program will be provided through the AIMS Center for Math and Science Education for early childhood directors, coordinators, and lead teachers. The program will focus on developing capacity and expertise in early mathematics and science education; emphasize the importance of early mathematics education; and engage leaders in developing awareness, program plans, implementation strategies, and tools and practices to improve mathematics education in their own early learning contexts across the state. Professional development activities will include a week-long training seminar (40 hours) at the AIMS Center during the summer and monthly network meetings (two hours each) to support ongoing implementation, revision, and support. Technology, video conferencing, and social media will be used to connect participating leaders into a statewide community of practice, with the intention of sharing resources, harnessing promising strategies and successes, and maintaining a cohesive implementation. University course credit for continuing education or a master's degree in math or STEM education will be offered to all participants through Fresno Pacific University.

The Lighthouse for Children Child Development Center (CDC) will serve as a pilot and demonstration site for the project. The Lighthouse CDC was designed as a learning lab and demonstration site and is ideal for testing, refining, and ultimately demonstrating the deliverables of the initiative. The Site Supervisor and Master Teachers will participate in professional learning coaching protocols. Moreover, the communications and resources will be tested at the Lighthouse with staff and families. The site will be accessible for participants to observe the materials/resources/training in action both in-person and virtually. CDC staff will serve as mentors, coaches, and reflective partners for participants.

The professional learning and coaching program will be delivered in-person and/or virtually through Zoom, tele/videoconference, and/or BEAM robotic telepresence. Short math education video segments will be produced and made available via open source venues, such as YouTube and social media outlets, including Facebook. Videos and resources will be designed to be accessible on mobile devices. In addition, the

California Early Math Project website will be modified and utilized to share/provide resources.

California Collaborative District Reform and Twin Rivers Unified School District

The California Collaborative on District Reform aims to inform district-level efforts to improve instruction and outcomes for all California students by bringing together practitioners, policymakers, researchers, and funders in ongoing evidence-based dialogue and collective problem solving. Central to this work is the identification of persistent and pernicious opportunity gaps between advantaged and traditionally underserved students as well as strategies for addressing and eliminating the gaps.

In December 2018, the California Collaborative on District Reform convened to unpack the challenges underlying these results and explore strategies for addressing them. Meeting participants considered evidence and strategies from a range of school districts. They discussed capacity issues including teacher content knowledge, administrator training and support, and school systems that facilitate improvement. Meeting conversation also examined approaches to equity that include course sequencing and placement decisions, and state policies that might support efforts at the local level. The Twin Rivers Unified School District has been a part of this conversation and is utilizing an improvement process to address their challenges in mathematics instruction across the district.

In April 2017, the school district decided to fully implement a new set of instructional materials, expectations, and supports through a partnership with Swun Math. The urgency for such an ambitious and large-scale change was born through a realization across the school district about the poor performance of students in mathematics. Vitally important and critical to the success of any change—particularly one of this magnitude—is the leadership, processes, and change management approach to effectively support the effort. Leadership from the school district have worked with other critical stakeholders to build the necessary understanding, buy-in, and investment of time to ensure the system is effectively able to incorporate the new curriculum into the routines of classrooms, schools, and the district overall. The results, thus far, have been promising. As documented in the California Collaborative for District Reform brief at their December 2018 convening, "Data from the CORE Districts further indicated that over 41 percent of Twin Rivers Unified School District elementary school students had above-average growth in mathematics relative to overall CORE Districts performance."

Comprehensive Assessment System

California has invested in a comprehensive assessment system that supports English Language Arts as well as mathematics that is consistent with the purpose of the California Assessment of Student Performance and Progress (CAASPP) System, which is to improve teaching and learning. This system has three main components:

summative assessments, designed for accountability purposes; interim assessments, designed to support teaching and learning throughout the year; and formative assessment tools, supported by more than 3,000 professional learning and instructional resources located in the Smarter Balanced Digital Library. California provides more than 100 interim assessments, which consist of Interim Comprehensive Assessment—intended to mirror the end-of-year summative assessments—as well as Interim Assessment Blocks (IABs), which focus on smaller sets of related concepts and provide more detailed information to help teachers check where students are in their learning and determine if they need additional instruction or if they can move on to more challenging work. Additionally, with the Interim Assessment Reporting System, teachers can view interim assessment items and their students' responses and results, then plan next steps for instruction. Teachers can then use Digital Library Connections Playlists with their students' results to quickly find classroom resources to support instruction and improve student performance.

The California Department of Education, with support from its contractors, has provided numerous training opportunities for California educators, including classroom teachers. One specific training series is the CAASPP Institute. The CAASPP Institute supports the implementation of the comprehensive assessment system for English Language Arts and mathematics. Training materials from the 2017–18 CAASPP Institute may be found at <https://www.cde.ca.gov/ta/tg/sa/caasppinstitute2017-18.asp>.

These trainings focused on the following goals:

- How to implement the Smarter Balanced system of assessments
- Practical tools to support classroom instruction and family engagement
- Dedicated time for LEA teams to strategize ways to implement the components to improve teaching and learning

Furthermore, the CDE also provided Summer Institutes for teachers and instructional coaches focused on analyzing student work and using the interim assessments and Digital Library to inform teaching and learning.

The training focused on the following goals:

- Understand the purpose of different types of assessment and how they work together to support student learning
- Understand the design of Smarter Balanced Interim Assessment items aligned with college- and career-ready standards and use evidence-based scoring to analyze student responses
- Know how to use interim assessment/Digital Library systems, including accessibility features, to support teaching and learning

- Understand the value of and connection between the systems in improving teaching and learning
- Plan for how and when to use assessment to support teaching and learning

The CDE has highlighted California's use of the formative assessment process in the Formative Assessment in Action video series. An example is a video on graphing relationships between two quantities. This video highlights Jaime Bonato, a high school mathematics teacher in the San Juan Unified School District, demonstrating the formative assessment process as her high school math class discusses the relationship between the rate at which water fills a container and its corresponding graph. This video, as well as others, can be found at <https://www.cde.ca.gov/ta/tg/sa/fainaction.asp>.

Monthly, a Smarter Balanced Digital Library formative assessment resource is highlighted in the CDE's Assessment Spotlight newsletter, which is shared with over 18,000 California educators that have signed up for this communication. An example of this can be seen in the December Assessment Spotlight that highlighted an instructional resource used to teach students how to create bar graphs using sticky notes. The December Assessment Spotlight can be found at <https://www.cde.ca.gov/ta/tg/sa/assessmentspotlight26.asp>.